Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Enterprise

Component 2: Planning and presenting a micro-enterprise idea

L1/2

Pearson-set Assignment – sample

First teaching from September 2022

Issue 2

Pearson
BTEC Level 1/Level 2
Tech Award in Enterprise

Pearson-set Assignment – Sample

Component 2: Planning and Presenting a Micro-Enterprise Idea

First teaching September 2022

Issue 2

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This Pearson-set Assignment is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Summary of Pearson BTEC Level 1/Level 2 Tech Award in Enterprise Pearson-set Assignment for Component 2: Planning and Presenting a Micro-enterprise idea Issue 2 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording in the *Introduction* section under Formal supervision and in the *Instructions to learners* section has been amended to clarify that learners may have supervised access to the internet for sourcing audio/visual content and that this is optional and will not affect access to the full range of available marks.	Pages 1, 3 and 4
The wording under Resources needed for Task 1 has been amended to clarify that learners can access the internet for sourcing audio/visual content.	Page 6
The wording in the *Guidance for teachers* section under During the assignment has been amended to clarify that any sources of information, ideas, text, audio and/or visual assets created by others that learners include in their work must be clearly identified and referenced. And that only permitted materials, such as learners' own course notes can be brought into the supervised assessment.	Pages 10 and 11

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Introduction

The key purpose of this assessment is for learners to be innovative and creative, choosing a micro-enterprise idea to plan and present.

The assignment for this component consists of two tasks.

- In response to Task 1, learners will use research methods to choose and reject ideas for a micro-enterprise and develop a business plan.
- In response to Task 2, learners will present their business plan and review the production and delivery of their presentation.

This will develop creative and innovative thinking, research skills, business planning and financial literacy, and verbal and non-verbal communication skills.

This assessment will be offered twice a year. The timing of the assessment is approximately 6 hours of monitored preparation. Centres can choose how to split up this monitored preparation, but it is advisable that most of this time be used for research purposes prior to Task 1 and that this takes place before the 7 hours of supervised assessment.

The assessment evidence is produced under formal supervision to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in a session/s timetabled by the centre.

Levels of control within this set assignment

The levels of control outlined below must be adhered to and enforced by teachers following the release of the assignment to learners.

Formal supervision: The estimated hours stated for completion of each task in this set assignment refer to formally supervised hours. During formally supervised sessions, learners must work independently, cannot work with or discuss their work with other learners unless group or collaborative work is required or permitted. Learners can access the internet for sourcing audio/visual content to use in their responses, which must be appropriately referenced. Inclusion of audio/video content in responses and use of the internet to source this content is optional and will not affect access to the full range of available marks. This must be monitored by the teacher. Work must be held securely in between supervised sessions and must not be taken in or out of sessions. Learners will be able to access the materials specified in the assessment.

During the formal supervision, learners are allowed to:

- have access to six sides of A4 of prepared notes (for the entire Pearson-set Assignment) to allow them to complete the tasks. These may be handwritten or typed. If word processed, the font size must be 10 point minimum.

Learners can access the internet for sourcing audio/visual content, but **must not** have access to email or any other resources aside from their permitted notes, unless stated as permitted below. Learners are not permitted to remove their notes from the teacher's possession during the formal supervision.

For Task 1, learners are able to bring in notes which will include research to complete the tasks. Any research undertaken, or notes made, does not form part of the formal supervision period.

For Task 2, learners are able to bring in notes in order to complete the task. The delivery of the presentation can be recorded outside of the formal supervision period. It can be recorded by the learner and does not need to be before a live audience. The business plan will not have been assessed before the learner's presentation. Their review does therefore not need to include any inaccuracies identified in their business plan. Any errors contained within their business plan which are then presented and reviewed should not be penalised.

Monitored preparation: Preparation time is provided to allow learners to produce preparatory materials for use during formally supervised sessions. This can include research notes, preparation of graphs and tables, and references to research and practice. Monitored preparation consists of two elements:

1. independent preparatory research for the micro-enterprise idea. This can include but is not limited to the internet for secondary research and access to potential customers for primary research.
2. up to six hours of monitored note preparation and practice with access to the internet. Learners may use a computer and the internet during this time.

Preparation can take place both within and outside of the classroom environment but must be monitored to ensure independent working and authenticity of any permitted materials produced. Any preparatory materials produced must be checked and authenticated as the learner's own work. This may be done through engaging in a meaningful dialogue with learners about the work, how it was produced and how they intend to use it towards the assessment. All learner notes must be checked prior to the formal supervision.

Preparatory materials cannot include finished written or practical evidence for assessment prepared in advance of formally supervised sessions. Learners' notes can include facts and figures, graphs and charts.

Learners' notes **must not** include:

- any attempt to interpret, analyse or evaluate the research findings
- any attempt to pre-prepare business plans, financial statements and records, risk assessments or responses to tasks
- paragraphs or extended sentences.

Centres **must** make arrangements to:

- collect learners' notes at the end of monitored preparation period
- check that the notes conform to the guidelines on allowable content
- make the notes available to learners at the start of the formal supervision. If notes are electronic, centres must upload the notes to each learner's machine/restricted secure area prior to the start of the formal supervision session.

Instructions to learners

You should read the information given in the vocational context and each task section of this assignment carefully prior to starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment.

The assignment will take approximately 6 hours of monitored preparation and 7 supervised hours to complete.

This is divided into approximately:

- 4 hours of monitored preparation and 5 hours of formal supervision to complete Task 1
- 2 hours of monitored preparation and 2 hours of formal supervision to complete Task 2.

These timings are for guidance only, but should be used as an indication of how long to spend on each task. Your teacher will advise you when it is time to move from one task to the next.

You will have 6 hours of monitored preparation time prior to undertaking Tasks 1 and 2. Your teacher will tell you when you should complete the monitored preparation and when formal supervision for the tasks will begin.

Based on your preparation, you may produce notes to refer to when completing Tasks 1 and 2. Your notes may be up to six sides of A4 paper. They must be digital or hard copy and may be handwritten or typed. If word processed, the font size must be 10 point minimum.

Your notes should be in bullet or annotation form and **cannot** include:

- completed or part-completed business plans
- a completed or part-completed break-even calculation, profit and loss statement or cash-flow forecast
- full paragraphs or extended sentences.

For completion of the profit and loss, cash-flow forecast and break-even calculation to be included in your business plan, your notes **can** include the following figures:

- forecast sales quantity
- price per item
- list of all variable costs
- list of all fixed costs
- sources of funding.

You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this. You must produce your own independent responses and evidence for the tasks.

Any sources of information, ideas, text, audio and/or visual assets created by others that you include in your work **must** be clearly identified and referenced. Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

You may ask your teacher for support if you have questions about the requirements of tasks, what evidence you need to produce and any resources you are allowed to access such as access to the internet to source audio/visual content. They cannot give you feedback about how to improve your work, or guide you to solutions to any questions or problems in the tasks.

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Pearson-set Assignment

Qualification	Pearson BTEC Level 1/Level 2 Tech Award in Enterprise
Component number and title	**2**: Planning and Presenting a Micro-Enterprise Idea
Write your name here (Surname, Name)	
Completion time for assignment	Approximately 6 hours of monitored preparation and 7 hours of supervised assessment
Submission deadline	
Assessment series and year	Sample assignment

Vocational context	You have thought about becoming an entrepreneur and now is your chance to prove your entrepreneurial skills! You will need to be creative and come up with **two** new and exciting ideas for your own micro-enterprise activity. Your ideas must be **either**: • a technological, digital, social media or e-commerce idea • an event or • a sustainable or environmental idea. This assignment will help you choose one of your ideas, plan for the one idea you have chosen and then review it. Your ideas must meet the following requirements: • fit within the categories above • be within the budget of £50 (this does not need to be repaid and you must be able to start and run your enterprise idea using this amount) • be appropriate for a 14–16 year old to carry out.

Task 1	**Task 1a: Choosing an idea** Conduct your own research to generate **two** realistic ideas for your own micro-enterprise. Using your research, you need to choose one idea and reject the other. Produce a report that considers your two micro-enterprise ideas that meet the requirements. Your report must include: • two micro-enterprise ideas which fully meet the requirements listed above • detailed reasons for the likely success of both micro-enterprise ideas

	• supported judgements, using relevant research, as to why you have chosen one micro-enterprise idea and rejected the other. (12 marks) **Task 1b: Planning your chosen micro-enterprise idea** Using further research into your chosen idea, complete the business plan template in Appendix 1 for your chosen micro-enterprise idea, ensuring all sections are complete, accurate and realistic. Your business plan must include: • aims of the enterprise, features and pricing of your product • methods of promotion and target market • the physical, financial and human resources required (12 marks) • financial planning, forecasting and records • a risk assessment • a judgement of the viability of your plan. (12 marks)
Learning outcome covered	**A:** Choose an idea and produce a plan for a micro-enterprise idea
Checklist of evidence required	Produce **both** of the following: • a written response on your choice of idea of approximately 1–2 pages of A4 which can include supporting images • a business plan for the micro-enterprise idea.
Resources needed	• Business plan template provided in Appendix 1 of this set assignment. • Research notes. • Appropriate software and access to the internet for sourcing audio/visual content during the formal supervision.
Supervised hours to complete the tasks	Learners would need approximately 5 hours to complete Task 1.
Number of marks	36 marks

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Task 2	**Task 2a: Presenting your business plan** **Produce** and **deliver** an electronic presentation that summarises all elements of your business plan. The **production** of your presentation must include: • a summary of all elements of your business plan with a focus on the most important information • an accurate use of business terminology and a visual presentation that is appropriate to the enterprise idea. The **delivery** of your presentation must be visually recorded, and you must: • use accurate and effective verbal communication and engaging non-verbal communication. (12 marks) **Task 2b: Reviewing the presentation** Watch the recording of your presentation delivery. Produce a report that reviews the production **and** delivery of your presentation and recommends improvements. Your report must include: • detailed and supported judgements about the strengths of the production **and** delivery of your presentation. • detailed and supported judgements about the weaknesses of the production **and** delivery of your presentation. • detailed and supported recommendations for improvements you could make to the production **and** delivery of your presentation. (12 marks)
Learning outcomes covered	**B:** Present a plan for the micro-enterprise idea to meet specific requirements **C:** Review the presentation of the micro-enterprise idea to meet specific requirements
Checklist of evidence required	Produce **all** of the following: • electronic presentation of the business plan (with speaker notes) of approximately 6–12 slides • visual recording of the delivery of the presentation • written report on the production and delivery of the presentation.
Resources needed	• Completed business plan from Task 1. • Recording equipment, e.g. smartphone, tablet, laptop etc. • Appropriate software and access to the internet for sourcing audio/visual content during the formal supervision.
Supervised hours to complete the tasks	Learners would need approximately 2 hours to complete Task 2.
Number of marks	24 marks

Guidance for teachers

(to be removed before assignment distribution to learners)

General guidance	This assignment has been designed to allow learners to meet the assessment requirements of the component by engaging in vocationally relevant tasks and activities. You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment. You should direct learners to read the information given in the vocational context and each task section of this assignment carefully. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment.
Specific guidance	All monitored preparation time and formal supervision period must be completed independently by learners. For Task 1a, learners can generate a number of ideas as a group as idea generation is not assessed; this would not form part of the monitored preparation time nor formal supervision period. However, learners must work independently to select one idea and reject the other. The research that will be necessary to justify the choosing and rejection of these ideas must be completed independently in the monitored preparation time. For Task 1b, learners will need access to primary research (for example, interviewing potential customers) and secondary research (access to the internet) in the monitored preparation time for them to have this research available to use in the formal supervision period. The research must be completed independently. Learners must use the business plan template provided to complete Task 1b. For Task 2a, learners can record their presentation delivery outside of the formal supervision period. This does not require an audience. For Task 2b, learners can gain feedback from others on their presentation delivery and bring this into the formal supervision period. Learners will need access to their recording during the supervision period in order to complete the review. The assignment will take approximately 6 hours of monitored preparation and 7 supervised hours to complete.

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	This is divided into approximately: • 4 hours of monitored preparation and 5 hours of formal supervision to complete Task 1 • 2 hours of monitored preparation and 2 hours of formal supervision to complete Task 2. These timings are for guidance only, but should be used to give learners an indication of how long to spend on each task and to schedule your assessment sessions. Tasks can be conducted and evidence can be produced across several sessions. Learners will have **6 hours** of monitored preparation time prior to undertaking **Tasks 1 and 2**. You should inform learners of when they should complete the monitored preparation and when formal supervision for the tasks will begin. Based on their preparation, learners may produce notes to refer to when completing **Tasks 1 and 2**. The notes may be up to six sides of A4 paper. They must be hard copy or electronic and may be handwritten or typed. If word processed, the font size must be 10 point minimum. Learner notes **must not** include: • any attempt to interpret, analyse or evaluate the research findings • any attempt to pre-prepare business plans, financial statements and records, risk assessments or responses to tasks • paragraphs or extended sentences. Notes must be checked to ensure length and contents meet these limitations. After the assessment is submitted, notes must be retained securely by the centre after and may be requested by Pearson if there is suspected malpractice. **Submission of evidence for moderation** Evidence submitted for moderation should include a clearly labelled digital folder per learner containing: • all work completed for the assignment • a completed declaration of authenticity. **Guidance on preparing evidence for submission** • Consideration should be given to the quality and clarity of images/scans, audio and/or video submitted as evidence. Images included should be of sufficient size to clearly show the quality/nature of the work being demonstrated. • Digital files should be saved in an accessible format that does not require specialist software to access.

Opportunity to contextualise this assignment	No contextualisation is allowed for this assignment. You must not change any aspect of the vocational context or tasks. The set of tasks form a coherent whole, addressing all the learning outcomes and allowing access to the full range of marks. Altering any aspect of this assignment may constitute malpractice and will be subject to investigation by Pearson.
Before carrying out the assignment	Before this assignment is given to learners, they must undertake a learning programme covering the knowledge, understanding and skills outlined in the component content in the specification. They should be given sufficient time to develop their knowledge, understanding and skills in order to achieve their full potential.

During the assignment	For the duration of the assignment:
	• all work must be completed independently by the learner under appropriate monitoring and supervision to ensure authenticity
	• work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose
	• guidance or support can only be given to learners in order to clarify:
	  ○ the requirements of tasks
	  ○ the evidence they need to produce
	  ○ any resources they are allowed to access
	• learners cannot receive any guidance or instruction about how to improve work to meet mark bands or solutions to questions or problems in the tasks
	• learners must not be given any support or feedback in writing or editing notes
	• learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding (other than the business plan template provided)
	• any permitted group or collaborative work must be clearly defined
	• any sources of information, ideas, text, audio and/or visual assets created by others that learners include in their work must be clearly identified and referenced
	• appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops.

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	Maintaining security during formal supervision Any work learners produce under supervision must be kept securely between sessions and during breaks. Designated assessment areas must only be accessible to the learner and to named members of staff. Learners can only have access to their work under supervision. Only permitted materials such as sourced audio/visual content, can be brought into the supervised assessment and no materials should be removed. Learners can have access to the internet for sourcing audio/visual content but not to other resources that might compromise the security of the assessment.
Approach to teaching and learning to support learners to *'get it right first time'*	In order to fully prepare learners, before the Set Assignment is distributed, they should: • attempt formative assessment tasks that model important elements of the activities to be carried out in this assignment • receive feedback on how they performed including what they did well and how they can further improve.
Other materials	• Business plan template This Set Assignment includes a business plan template. Learners must not be provided with any additional materials and it is expected that learners produce their own evidence. Learners must not be provided with writing frames, prepared formats, additional templates or any other forms of scaffolding.

Assessor guidance

Your role as the assessor	As the assessor of this internal assessment, it is your role to: • ensure correct processes to maintain security and authenticity are followed for the duration of the assessment • make and record assessment decisions using the mark bands • provide feedback to learners about their achievement. When acting in dual roles as both teacher and an assessor, you should help learners to understand your responsibilities in each capacity so they are aware of the differences during learning and assessment.
Your assessment decision	You must assess learners' evidence for this Pearson-set Assignment using the marking grids for the relevant component provided in this document. Marking grids have four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band. The descriptors for each band are written to reflect the marks at the top of the mark band and the descriptors should be read and applied as a whole. A glossary of terms used in the marking grids is provided in *Appendix 1* of the specification. **Using a 'best fit approach' to marking the assignments** In applying the marking grid, assessors are required to: • first make a holistic judgement on which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provides a descriptor of the expected performance of a learner in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct mark band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that mark band, as long as it meets more of the characteristics of that mark band than of any other. • after placing the learner's response within a mark band, the assessor should then make a more refined judgement as to whether the learner's response is towards the higher, or the lower end of the mark range for that mark band, and allocate a final mark accordingly within the marks available in that mark band.

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	Further guidance on deciding a final mark The award of marks must be directly related to the descriptors in a mark band. Assessors should be prepared to use the full range of marks available. When deciding upon a final mark, assessors should take into account how well the learner's response meets the requirements of the descriptor in that mark band. • If the learner's response meets the requirements of the descriptor fully, assessors should be prepared to award full marks within the mark band. The top mark in the mark band is used for a learner's response that is as good as can realistically be expected in that mark band. • If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), assessors should consider awarding marks at the bottom of the mark band. The bottom mark in the mark band is used for a learner's response that is the weakest that can be expected in that mark band. • The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are only barely met. • Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

Marking grid – Component 2

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1a: Choosing an idea **Learning outcome A: Choose an idea and produce a plan for a micro-enterprise idea**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** judgements about the best idea to choose and which one to reject for a micro-enterprise. Evidenced through: • ideas are **superficial** and show a **lack of understanding** of the requirements of the task • reasons for selection and rejection of the micro-enterprise ideas are **simplistic** and show a **lack of understanding** of the likely success of the ideas • judgements on the best idea to choose and the idea to reject are **unsupported** by relevant research.	**Adequate** judgements about the best idea to choose and which one to reject for a micro-enterprise. Evidenced through: • ideas are **partially detailed** and show a **basic understanding** of the requirements of the task • reasons for selection and rejection of the micro-enterprise ideas are **partially developed** and show a **basic understanding** of the likely success of the ideas • judgements on the best idea to choose and the idea to reject are **partially supported** by reference to relevant research.	**Good** judgements about the best idea to choose and which one to reject for a micro-enterprise. Evidenced through: • ideas are **mostly detailed** and show a **good understanding** of the requirements of the task • reasons for selection and rejection of the micro-enterprise ideas are **mostly developed** and show a **good understanding** of the likely success of the ideas • judgements on the best idea to choose and the idea to reject are **mostly supported** by reference to relevant research.	**Comprehensive** judgements about the best idea to choose and which one to reject for a micro-enterprise. Evidenced through: • ideas are **fully detailed** and show a **deep understanding** of the requirements of the task • reasons for selection and rejection of the micro-enterprise ideas are **fully developed** and show a **deep understanding** of the likely success of the ideas • judgements on the best idea to choose and the idea to reject are **fully supported** by reference to relevant research.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1b: Planning your chosen micro-enterprise idea (aims, features, pricing, promotion and resources) **Learning outcome A: Choose an idea and produce a plan for a micro-enterprise idea**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the requirements of the business plan. Evidenced through: • aims, product features, pricing and promotion are **simplistic** and **lack relevance** to the target market • physical, financial and human resources are **simplistic** and **unrealistic**. Financial resources are given with **many errors** • all requirements of the task including aims, product features, pricing, promotion and resources are **unsupported** by research.	**Adequate** application of knowledge and understanding of the requirements of the business plan. Evidenced through: • aims, product features, pricing and promotion are **partially detailed** and **partially relevant** to the target market • physical, financial and human resources are **partially detailed** and **partially realistic**. Financial resources are given with **some errors** • all requirements of the task including aims, product features, pricing, promotion and resources are **partially supported** by research.	**Good** application of knowledge and understanding of the requirements of the business plan. Evidenced through: • aims, product features, pricing and promotion are **mostly detailed** and **mostly relevant** to the target market • physical, financial and human resources are **mostly detailed** and **mostly realistic**. Financial resources are given with **few errors** • all requirements of the task including aims, product features, pricing, promotion and resources are **mostly supported** by research.	**Comprehensive** application of knowledge and understanding of the requirements of the business plan. Evidenced through: • aims, product features, pricing and promotion are **fully detailed** and **fully relevant** to the target market • physical, financial and human resources are **fully detailed** and **fully realistic**. Financial resources are given with **no errors** • all requirements of the task including aims, product features, pricing, promotion and resources are **fully supported** by research.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1b: Planning your chosen micro-enterprise idea (financial planning, forecasting and records) **Learning outcome A: Choose an idea and produce a plan for a micro-enterprise idea**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding in the requirements of the business plan. Evidenced through: • financial planning, forecasting and records have **many omissions and errors** and are **unrealistic** • risk assessment that is **simplistic and unrealistic** • all requirements of the task including financial planning, forecasting and records and risk assessment are **unsupported** by research. Viability judgement is **unsupported** by financial data, safety, ethicality, legality and environmental considerations.	**Adequate** application of knowledge and understanding in the requirements of the business plan. Evidenced through: • financial planning, forecasting and records that are **partially complete, accurate and realistic** • risk assessment that is **partially detailed and realistic** • all requirements of the task including financial planning, forecasting and records and risk assessment are **partially supported** by research. Viability judgement is **partially supported** by financial data, safety, ethicality, legality and environmental considerations.	**Good** application of knowledge and understanding in the requirements of the business plan. Evidenced through: • financial planning, forecasting and records that are **mostly complete, accurate and realistic** • risk assessment that is **mostly detailed and realistic** • all requirements of the task including financial planning, forecasting and records and risk assessment are **mostly supported** by research. Viability judgement is **mostly supported** by financial data, safety, ethicality, legality and environmental considerations.	**Comprehensive** application of knowledge and understanding in the requirements of the business plan. Evidenced through: • financial planning, forecasting and records that are **complete, accurate and realistic** • risk assessment that is **fully detailed and realistic** • all requirements of the task including financial planning, forecasting and records and risk assessment are **fully supported** by research. Viability judgement **is fully supported** by financial data, safety, ethicality, legality and environmental considerations.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2a: Presenting your business plan **Learning outcome B: Present a plan for the micro-enterprise idea to meet specific requirements**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding demonstrated in the *production* and *delivery* of the electronic presentation. Evidenced through: *Production* • **most** elements are **not effectively summarised** and **do not** cover relevant and important information • use of business terminology is **inconsistent** and **inaccurate** and presentation is **inappropriate** to the enterprise idea *Delivery* • verbal communication is **inaccurate** and **ineffective**. Non-verbal communication is **not engaging**.	**Adequate** application of knowledge and understanding demonstrated in the *production* and *delivery* of the electronic presentation. Evidenced through: *Production* • **some** elements are **effectively summarised** and **some relevant and important** information is covered • use of business terminology is **partially consistent** and **partially accurate** and presentation is **partially appropriate** to the enterprise idea *Delivery* • verbal communication is **partially accurate** and **partially effective**. Non-verbal communication is **partially engaging**.	**Good** application of knowledge and understanding demonstrated in the *production* and *delivery* of the electronic presentation. Evidenced through: *Production* • **most** elements are **effectively summarised** and **most relevant and important** information is covered • use of business terminology is **mostly consistent** and **mostly accurate** and presentation is **mostly appropriate** to the enterprise idea *Delivery* • verbal communication is **mostly accurate and mostly effective**. Non-verbal communication is **mostly engaging**.	**Comprehensive** application of knowledge and understanding demonstrated in the *production* and *delivery* of the electronic presentation. Evidenced through: *Production* • **all** elements are **effectively summarised** and **all relevant and important** information is covered • use of business terminology is **consistent** and **accurate** and presentation is **appropriate** to the enterprise idea *Delivery* • verbal communication is **accurate** and **effective**. Non-verbal communication is **engaging throughout**.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2b: Reviewing the presentation **Learning outcome C: Review the presentation of the micro-enterprise idea to meet specific requirements**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** judgements demonstrated in the review of the production and delivery of the electronic presentation. Evidenced through: • judgements about strengths are **simplistic** and **unsupported** by reference to the production and delivery of the electronic presentation • judgements about weaknesses are **simplistic** and **unsupported** by reference to the production and delivery of the electronic presentation • recommendations for improvements are **simplistic** and are **unsupported** by reference to the production and delivery of the electronic presentation.	**Adequate** judgements demonstrated in the review of the production and delivery of the electronic presentation. Evidenced through: • judgements about strengths are **partially developed** and **partially supported** by reference to the production and delivery of the electronic presentation • judgements about weaknesses are **partially developed** and **partially supported** by reference to the production and delivery of the electronic presentation • recommendations for improvements are **partially developed** and **partially supported** by reference to the production and delivery of the electronic presentation.	**Good** judgements demonstrated in the review of the production and delivery of the electronic presentation. Evidenced through: • judgements about strengths are **mostly developed** and **mostly supported** by reference to the production and delivery of the electronic presentation • judgements about weaknesses are **mostly developed** and **mostly supported** by reference to the production and delivery of the electronic presentation • recommendations for improvements are **mostly developed** and **mostly supported** by reference to the production and delivery of the electronic presentation.	**Comprehensive** judgements demonstrated in the review of the production and delivery of the electronic presentation. Evidenced through: • judgements about strengths are **fully developed** and **fully supported** by reference to the production and delivery of the electronic presentation • judgements about weaknesses are **fully developed** and **fully supported** by reference to the production and delivery of the electronic presentation • recommendations for improvements are **fully developed** and **fully supported** by reference to the production and delivery of the electronic presentation.

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Appendix 1: Business plan template

Business Plan

Component 2

Enterprise Name:

Learner name:

Executive Summary: Overview of your enterprise

Enterprise opportunity: *What is the need for your enterprise, and how will your enterprise serve this need?*

Target market: *Who will you sell to?*

Describe your main good(s) and/or service(s):

Given budget: **£**

Projected trading window profit: **£**

Enterprise Outline: Aims

Enterprise name:

Summarise your enterprise including ownership:

What are the aims for the enterprise? *Financial aims:* *Non-financial aims:*

Operations: Product features and pricing strategy

Features of the product

Name of product:	
Description of product:	
Retail price of product:	
Cost of raw materials for each product:	
Benefits of the product:	
Unique selling points of the product:	
How the product's features help to meet your aims:	

Pricing strategy

Type of pricing strategy:	
Selling price:	

Where will you be selling, and why?

Promotion: How will you sell your product?

How are you going to promote your product?

How?	Why?	Cost effectiveness

Business website (optional):

Business social media (optional):

Provider	Name

Target market: Who are your customers?

What research have you done to get a better understanding of your market?

Key findings from research (include in your appendices)

Who is your target market?

Market segment description	How and why the product will appeal to them	How and why the pricing will appeal to them	How and why the promotion will appeal to them

How will your product reach your customers?

Resources: Physical and human

Physical resources	Description and how they will be obtained	Estimation of costs

Human resources	Description and how they will be obtained	Estimation of costs

Resources: Financial

The table below will help you work out your **costs**. It should include all the costs associated with getting your business going, including marketing, room hire, etc.

Start-up costs	Running costs	Production costs/ cost of sales

Financial information: Costs and revenue information for break-even

Costs and revenues for *enterprise name*			
Number of units			
Sales revenue			
Fixed costs			
Total costs			

Break-even calculation

Financial information: Cash flow forecast

Cash flow forecast for *enterprise name*												
	Month 1 £	**Month 2 £**	**Month 3 £**	**Month 4 £**	**Month 5 £**	**Month 6 £**	**Month 7 £**	**Month 8 £**	**Month 9 £**	**Month 10 £**	**Month 11 £**	**Month 12 £**
Cash inflows												
Total inflows												
Cash outflows												
Total outflows												
Net cash flow												
Opening balance												
Closing balance												

Financial information: Profit and loss account

Product sale price	
Cost to make	
Monthly sales	
Monthly expenses	
Sales turnover	
Cost of sales	

Profit and loss account

(statement of comprehensive income)

Enterprise name Profit and loss account (statement of comprehensive income) for the year ended xxxx		
		£
Sales		
Cost of sales		
Gross profit		
Expenses	**£**	
Total Expenses		
Net Profit		

Risk assessment: What are the threats?

From this, how will you beat your competitors?

Judgement of viability

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